DOCUMENT RESUME

ED 468 267 CG 031 925

AUTHOR	Mayton, Daniel M., II; Richel, Timothy W.; Susnjic, Silvia; Majdanac, Maja
TITLE	Measuring the Nonviolent Tendencies of College Students.
PUB DATE	2002-08-23
NOTE	18p.; Paper presented at the Annual Meeting of the American Psychological Association (110th, Chicago, IL, August 22-25, 2002).
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Affective Measures; *College Students; *Concurrent Validity; Higher Education; Personality Measures; Test Reliability; Test Validity; *Violence
IDENTIFIERS	*Nonviolence

ABSTRACT

The Teenage Nonviolence Test (TNT) has previously been established as a generally reliable and valid measure of nonviolence in adolescents. This study examined the extent to which the TNT's reliability and validity could be extended to college students aged 18-22 years of age. Five of the six subscales of the TNT were found to be reliable. The instrument's concurrent validity was also determined to be suitable for research. The specifics are discussed. (Author/GCP)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 468 267

Measuring the Nonviolent Tendencies of College Students

Daniel M Mayton II Timothy W. Richel

Lewis-Clark State College

Silvia Susnjic Maja Majdanac

Columbia University Lewis-Clark State College

Paper presented at the 110th annual meeting of the American Psychological Association, Chicago IL, USA, August 23, 2002.

Requests for reprints can be made to the Department of Psychology, Lewis-Clark State College, Lewiston, Idaho, 83501, U.S.A. or dmayton@lcsc.edu.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

D. Mayton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CG031925

BEST COPY AVAILABLE

Abstract

The Teenage Nonviolence Test (TNT) has previously been established as a generally reliable and valid measure of nonviolence in adolescents. This study examined the extent to which the TNT's realiablity and validity could be extended to college students aged 18-22 years of age. Five of the six subscales of the TNT were found to be reliable. The instrument's concurrent validity was also determined to be suitable for research. The specifics are discussed.

Measuring the Nonviolent Tendencies of College Students

The first year of the 21st century has not been without its share of violence throughout the world. Thousands have died in violent acts that span the September 11th attacks on the World Trade Centers to the anthrax-laced letters to the US bombing of Afghanistan just to name a few. Following the September 11th attacks in New York and Washington DC, President Bush declared that the United States is at war with terrorism and the American people give him a 90% plus approval rating.

Violent reactions to conflict are viewed as acceptable and, in addition, as the only viable alternative to violence. For a majority of individuals the normative sequence of events and behaviors in many types of conflicts involves aggression. As the work of Mohandas Gandhi, Martin Luther King Jr., and others have shown, this need not be the case as nonviolent responses are oftentimes more productive in the face of direct and structural violence than are violent responses.

Recently, Mayton et al. (1998, 1999) and his students developed an instrument that measures the nonviolent tendencies of adolescents. The Teenage Nonviolence Test (TNT) utilizes Likert-type items to assess six subscales measuring, physical nonviolence, psychological nonviolence, helping/empathy, active value orientation, satyagraha and tapasya. Seventh, eighth, and ninth graders with relatively equal sex compositions were used to

determine the consistency and stability of the instrument. Based on reliability and validity data collected in the northwestern section of the United States in the last three years, the TNT seems to be a very promising instrument to use with junior high and high school age adolescents.

In this research study we were interested in extending the potential use of the TNT to traditional age college students. Specifically, we have gathered data to establish the reliability and validity of the TNT for young adults between 18 and 22 years of age.

Method

Participants

We administered the TNT to a total of 344 students at a small college in the northwestern section of the United States to evaluate the test's reliability and validity. Our samples included nearly twice as many females than males. Over 85% of the sample was Caucasian and the majority of the remainder was Native American Indian.

Instrumentation

Teenage Nonviolence Test The Teenage Nonviolence Test (Mayton, et al., 1999) consists of 55 items developed from the philosophy of Mohandas Gandhi. Mayton, et al. define the six subscales as follows:

Physical nonviolence (16 items)
- the conscious rejection of behaviors or the threat of behaviors intended to inflict bodily injury on another person in an attempt to coerce, curtail, or eliminate

their behavior in favor of alternate forms of conflict.

Psychological nonviolence (16 items)
- the conscious rejection of behaviors or the threat of behaviors intended to humiliate, intimidate, or in other ways demean the human dignity of another person or group in an attempt to coerce, curtail, or eliminate their behavior in favor of alternative forms of conflict resolution.

Active value orientation (4 items)
- the willingness to perform behaviors designed to achieve a situation commensurate with one's own norms, values, and goals.

Empathy and helping (5 items)
- assisting others in minor levels of need.

Satyagraha (10 items)
- the active search for wisdom and the willingness to change his or her conception of truth.

Tapasya (4 items)
- the willingness to endure hardship or suffering rather than to inflict harm on others.

The alphas of the subscales are as follows: physical nonviolence scale = .904, psychological nonviolence scale = .863, helping/empathy scale = .801, active value orientation = .322, satyagraha = .77, and tapasya = .77. The test-retest reliability for the scale is high and ranged from .645-.880 when accounting for gender variables and .707-.924 on the age variables.

Konen, et al. (1999) establish that the TNT has both high convergent and discriminate validity, finding negative significant

relationships (-.85, $p < .01$) when tested against the Aggression Questionnaire (Buss & Perry, 1992) and positive significant relationships (.64, $p < .01$) when tested with similar conceptual scales, namely, Kool and Sen's (1984) Nonviolence Test.

The Nonviolence Test. The Non-violence Test (NVT) was developed by Kool and Sen (1984) to asses non-violent predispositions in test subjects. People who lack self-control are more likely to display violent behaviors such as physically injuring others and engaging in retaliation through revenge then the ones whom posses self control. The NVT is a sixty-five-item scale, which is intended to be appropriate for individuals older than seventeen years of age. Within this test, thirty-six items are used to determine the score. The remaining twenty-nine items are used as fillers. When answering one of the contrasting statements in the nonviolence test, the respondent indicates support for a nonviolent orientation and vice versa (Kool, 1993). For example, a sample question might look like this:

> If I were in charge and some high officials were found guilty of taking bribes, I would:
>
> A) Pardon them with minimum punishment if they apologized.
>
> B) Publicly humiliate and physically punish these people.

The NVT has a test-retest reliability of .81 (Kool & Sen, 1984). The internal consistency of the NVT was reasonable with an alpha reliability of .82 and a split half reliability of .78 (Kool & Sen).

Pacifism Scales Pacifism Scales consisted of Likert and forced choice items (Elliot, 1980). Elliott's definition of pacifism draws on the philosophy of Gandhi and involves four components - physical nonviolence, psychological nonviolence, active value orientation, and internal-external locus of control. Pacifist responses are assigned the higher values in the scoring process and composite scores are obtained by summing the items within each component. The internal consistency of the four components using Cronbach's alpha found the subscales to have coefficients ranging from .62 to .84.

Aggression Questionnaire. Buss and Perry (1992) constructed an aggression measurement inventory called the Aggression Questionnaire (AQ). This self-report instrument is a revision of the Hostility Inventory developed by Buss and Durkee (1975) and reminds one of the most popular questionnaires on aggression (Bushman, Cooper & Lemke, 1991). The purpose of this scale is "to discover not only how aggressive a person is, but also how the aggression is manifested" (Buss & Perry, p. 452). Buss and Perry constructed the AQ to assess the following four aggression factors:

1. Physical Aggression (ex. "Once in a while I can't control the urge to strike another person."
2. Verbal Aggression (ex. "I tell my friends openly when I disagree with them.")
3. Anger (ex. "I flare up quickly but get over it quickly.")
4. Hostility (ex. "I am sometimes eaten up with jealousy.")

Buss and Perry provided adequate reliability and validity data for the AQ. Their AQ is appropriate for both children and adults.

Design and Procedures

A total of 62 students were administered the TNT twice within a two week interval in November 2001 to assess the stability of the measure. The concurrent validity of the TNT was assessed by administering the TNT, the NVT developed by Kool and Sen (1984), the Pacifism Scale developed by Elliott (1980), to 160 traditional age college students. Concurrent validity of the TNT was also assessed by administering the TNT and the AQ to 129 traditional age college students.

Results

Alpha coefficients were computed for each subscale of the TNT with a sample of 160. The alpha coefficients are presented in Table 1. Test retest coefficients were computed for each of the six subscales of the TNT. The test-retest coefficients are also presented in Table 1. Reliability coefficients are acceptable for five of the six subscales of the TNT. The physical nonviolence, psychological nonviolence, helping/empathy, satyagraha, and tapasya subscales are adequate for group research purposes.

Insert Table 1 about here

Correlation coefficients between the TNT and the NVT were computed and are presented in Table 2. Five of the six correlations were significant and in the predicted direction. Active value orientation was negatively correlated with the NVT total score.

Insert Table 2 about here

Correlation coefficients between the TNT subscales and the three Pacifism Scale scores were computed and are presented in Table 3. The TNT physical nonviolence and TNT psychological nonviolence were significantly correlated with all three Pacifism subscales. The TNT satyagraha and TNT tapasya subscales were significantly correlated with the Pacifism psychological nonviolence. The TNT helping/empathy subscale did not relate to the Pacifism subscales. The TNT active value orientation subscale correlated negatively with the Pacifism physical nonviolence subscale.

Insert Table 3 about here

Correlation coefficients between the TNT subscales and the AQ subscales were computed and are presented in Table 4. The TNT physical nonviolence and TNT psychological nonviolence were significantly correlated with all four AQ subscales in the predicted negative direction. The remaining TNT subscale did not relate to

any of the AQ subscales except for the TNT active value orientation subscale that correlated positively with the verbal aggression subscale. The direction of this was the opposite of what was expected.

Insert Table 4 about here

Discussion

The TNT has the potential for use in determining nonviolent tendencies in traditional age college students. We determined that the TNT is indeed a reliable measure of nonviolent tendencies and the overall results showed that the TNT is a generally valid measure of nonviolent tendencies for college students.

By and large, the TNT demonstrated relationships consistent with predictions. The test-retest reliability was established at suitable levels on five of the six subscales. The active value orientation subscale did not demonstrate a suitable level of reliability amongst traditional college-age students. In fact, the same pattern was found in adolescent aged participants, with the psychological nonviolence, physical nonviolence, tapaysa, helping/empathy and satyagraha subscales all producing relatively high alphas, while the active value orientation subscale failed to do so (Mayton, et al., 1999).

As stated above, the TNT's physical nonviolence and psychological nonviolence subscales were both found to correlate positively with all three of the subscales of the Pacifism Scale, while the helping/empathy subscale didn't relate, and the active value orientation correlated negatively. A similar, but inverse, pattern was found with the negative correlations between the TNT subscales and the Aggression Scale, with the physical and psychological nonviolence subscales correlating negatively with the aggression subscales, and the active value orientation subscale correlating positively with the Verbal Aggression Subscale.

It seems that the active value orientation subscale is the most problematic subscale, often failing to demonstrate predicted relationships, or producing a relationship within the participants contrary to prediction such as, the positive correlation with verbal aggression. What are the psychological factors that may account for this variance? Perhaps people that feel it is important to take an active role in society, and that cherish this value are also more aggressive to begin with? An active value orientation may be conceptually similar to such values as power and control, as one who is active, is often active for a reason.

In a world of violence and unpredictability the very values that make society possible and meaningful are threatened. The TNT is an attempt to elucidate the factors that may one day make the world a more nonviolent and consequently whole society.

Reference

Bushman, B. J., Cooper, H. M., & Lemke, K. M. (1991). Meta-analysis of factor analyses: An illustration using the Buss-Durkee hostility inventory. *Personality and Social Psychology Bulletin, 17,* 344-349.

Buss, A.H., & Durkee, H. (1957). An inventory for assessing different kinds of hostility. *Journal of Consulting Psychology, 21,* 343-349.

Buss, A. H. & Perry, M. (1992). The aggression questionnaire. *Journal Of Personality and Social Psychology, 63,* 3, 452-459.

Elliott, G. C. (1980). Components of pacifism. *Journal of Conflict Resolution, 24,* 27-54.

Konen, K., Mayton, D. M., Delva, Z., Sonnen, M., Dahl, W., & Montgomery, R. (1999, August). *The Teenage Nonviolence Test: Concurrent and discriminant validity.* A paper presented at the annual meeting of the American Psychological Association, Boston, MA.

Kool, V. K., & Sen, M. (1984). The nonviolence test. In D. M. Pestonjee (Ed.), *Second handbook of psychological and social instruments.* Ahemdebad: Indian Institute of Management.

Mayton, D. M., Nogle, K. S., Mack, J. L., Maxcy, R. T., Weeks, R. G., Hamilton, D. L., Morton, C. M., Mineshita, T., & Nawata, A. (1998, August). *Teenage Nonviolence Test: A new measure of*

nonviolence. A paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Mayton, D. M., Weedman, J., Sonnen, J., Grubb, C., & Hirose, M. (1999, August). *The Teenage Nonviolence Test: Internal structure and reliability*. A paper presented at the annual meeting of the American Psychological Association, Boston, MA, USA.

Table 1

Reliability of the Teenage Nonviolence Test

Teenage Nonviolence Test Subscales	Alpha Coefficients[1]	Test-Retest Coefficients[2]
Physical Nonviolence	.857	.871
Psychological Nonviolence	.878	.867
Helping/Empathy	.701	.694
Active Value Orientation	.578	.536
Satyagraha	.612	.756
Tapasya	.764	.706

[1] n = 160

[2] n = 62

Table 2

Concurrent Validity of TNT with NVT

Teenage Nonviolence Test Subscales	Nonviolence Test
Physical Nonviolence	.685 ***
Psychological Nonviolence	.634 ***
Helping/Empathy	-.212 *
Active Value Orientation	.263 **
Satyagraha	.351 ***
Tapasya	.225 *

* = p < .05; ** = p<.01; *** p <.001

Table 3

Concurrent Validity of TNT with Pacifism Scale

	Pacifism Scale		
	Physical Nonviolence	Psychological Nonviolence	Activism
Teenage Nonviolence Test Subscales			
Physical Nonviolence	.450***	.327***	.125*
Psychological Nonviolence	.325***	.331***	.219**
Helping/Empathy	.092	.141	.129
Active Value Orientation	-.289**	.076	.077
Satyagraha	.130	.182*	.177
Tapasya	-.066	.202*	.117

* = p < .05; ** = p<.01; *** p <.001

Table 4

Concurrent Validity of TNT with Aggression Questionnaire

Teenage Nonviolence Test Subscales	Aggression Questionnaire			
	Physical Aggression	Verbal Aggression	Anger	Hostile
Physical Nonviolence	-.78***	-.51***	-.40**	-.16
Psychological Nonviolence	-.66***	-.40**	-.38**	-.26*
Helping/Empathy	-.11	.16	.18	-.09
Active Value Orientation	.16	.30*	.15	.12
Satyagraha	-.16	-.02	-.12	-.02
Tapasya	.03	-.01	-.10	-.09

* = p < .05; ** = p<.01; *** p <.001

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Measuring The Nonviolent Tendencies of College Students

Author(s): Daniel M. Mayton II, Timothy W Richel, Silvia Sucupira, Maya Maydnac

Corporate Source:

Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to each document.

If permission is granted to reproduce and disseminate the identified documents, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

_____

_____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

_____

_____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

_____

_____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate these documents as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Daniel M Mayton II	Printed Name/Position/Title: Daniel M. Mayton II
Organization/Address: Lewis-Clark State College	Telephone: 208-792-2280 FAX: 208-792-2820
	E-Mail Address: dmayton@lcsc.edu Date: 9/13/02

APA '02

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of these documents from another source, please provide the following information regarding the availability of these documents. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: **ERIC Counseling & Student Services**
University of North Carolina at Greensboro
201 Ferguson Building
PO Box 26171
Greensboro, NC 27402-6171